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ABSTRACT

This report provides questions and answers about writing across the curriculum, along with a series of 11 writing projects for instructors in the general education core courses (i.e., Energy in the Natural Environment, Humanities, Individual in Transition, and the Social Environment) at Miami-Dade Community College. First, the questions and answers are presented, covering such topics as the use of screening tests to identify students with problems in developmental courses, the role of instructors in teaching writing across the curriculum, the application of the 11 strategies, the use of typed hand-out sheets for assignments, and the importance of sentence form, punctuation, and spelling in grading. Next, the eleven writing projects are presented, including: (1) a diagnostic writing assignment; (2) a summary of the main content of a day's presentation; (3) a written explanation of some aspect of course work including in-class and out-of-class options; (4) a short report on an out-of-class activity; (5) a summary of a reading assignment; (6) a book review; (7) response to an audio-visual presentation; (8) a student essay; (9) a research paper; (10) an essay test (or essay component on a test); and (11) a journal of full-scale out-of-class activity. Each of these sections includes an overview and suggestions for the assignment, and sample handouts adjusted to the four core courses. (HB)

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WRITING ACROSS THE CURRICULUM

SOME QUESTIONS AND ANSWERS

AND

A SERIES OF ELEVEN WRITING PROJECTS

FOR

INSTRUCTORS OF THE GENERAL EDUCATION CORE COURSES,

ENERGY IN THE NATURAL ENVIRONMENT

HUMANITIES

INDIVIDUAL IN TRANSITION

SOCIAL ENVIRONMENT

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MAY, 1982

JC 850190

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DISCLAIMER:

I would like to clearly state that the comments in the Question and Answer section of this package are my own attempt at a "common-sense" approach to some of the problems posed by Writing Across the Curriculum, and should not be interpreted as an attempt to set policy on these matters for the College. Whenever policy of the College, individual campus, division, or department involved is at variance with the positions presented here, I trust the reader will make appropriate adjustments.

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SOME QUESTIONS AND ANSWERS ABOUT
WRITING ACROSS THE CURRICULUM

Q. Why am I getting this package of materials?

A. These materials represent sample projects which might be drawn upon in various ways to incorporate or to increase use of writing, reading, and listening skills evaluation tools in the core courses.

Q. Why should I concern myself with the communications skills of my students? What business is it of mine?

A. Communications skills are an important part of a college education. The mental discipline involved in reading well, listening to and comprehending lecture materials, and reporting what you learn in a clear, complete, appropriate way is central to success in all areas of college study, and such discipline is characteristic of a good student. Recognizing this to be so, the College and Core Course Development Committees have declared themselves fully committed to supporting expanded use of writing, reading, and listening skills evaluation in all core courses in the new general education program.

Q. The College has screening tests to place students with problems in developmental courses. Shouldn't my students be free of writing and reading problems, then?

A. These projects are not solely designed to "catch" students with problems, but more to engage all students in writing projects across the curriculum, and to remind all students that reading and listening skills are necessary for performance in all disciplines. However, as to students with problems, you should know that some of

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your students may be enrolled in developmental classes at the same time as they are taking your course. Your assignments and comments on student work may reinforce these students' sense of the need to solve these problems thoroughly while in their developmental classes.

Q. As I expected to become an English teacher now too, then, in addition to bearing the burden of preparing to teach this new course?

A. Not at all. Most of these projects are designed to show that you can use simple writing tasks in the course without having to become an English teacher. In fact, the principle is to have you monitor writing, reading, and listening skills and warn students who display problems that they should seek improvement in the appropriate areas of the College. Doing no more than this may be a valuable service to students who need counsel--in particular, those who for any reason are not enrolled in developmental courses.

Q. I will have classes with large enrollments. How can I hope to add writing projects without hopelessly burdening myself in evaluating them?

A. This is of course a serious problem. There is no doubt that evaluating written work is a time-consuming task. Please study the Credit and Evaluation options on the "Suggestions for assignment" sheets for the various projects. They attempt to cope with this problem. The use of S / U (Satisfactory/Unsatisfactory) grading rather than letter grading for the first seven projects simplifies the assessment.

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procedure. Moreover, you are not asked to note all errors of spelling, etc., or provide extensive commentary on each--or even any--submission. Use your common sense and judge by the individual case. For really poor work, instead of noting every error, you might just comment at the end that these errors existed, explain how they diminished the grade assigned, and suggest paths to improvement, such as developmental courses, self-study in rhetoric texts, and so on. (See further comments at the end of Q/A section.)

Q. Am I expected to use all of these eleven strategies?

A. By no means. As with the other materials in your Resource Notebook,* these represent a range of strategies from which to draw those you think best suited to your teaching style. By a discriminating use of the sort of assignment represented in the first seven projects, you may considerably expand the information you receive on student success mastering the course materials without having to incorporate into your course the more formal assignments of the student essay, research paper, essay test, and out-of-class journal, which have their own special values but require more extensive and exacting evaluation.

Q. Are these all the strategies I might draw upon?

A. Not really. English teachers use other strategies such as free-writing, ungraded journals, and so forth, which have not been represented here. The eleven projects which follow are gradable

* The reference to "Resource Notebook" is to a collection of teaching strategies, assessment procedures, audio-visual resources, and bibliographic references that have been compiled for each of the general education courses.

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strategies, many of which evaluate writing and reading or listening skill, and all of which may be incorporated as an evaluation tool without interfering with your concern to get through your regular course materials. Any alternatives which allow student writing to be assigned and still meet these criteria could easily be used as well.

Q. Must I follow the exact design of every project?

A. The projects are designed to allow many variations in approach. You may choose a credit option for one project that was recommended for another, you may choose to assign in-class a project which was recommended as out-of-class—you may mix-and-match in various ways.

Q. Why do you give such detailed assignments for what are often fairly simple writing projects?

A. Communications theory suggests that at this level it is useful and appropriate to do so. At a later point, students in sophomore or more advanced courses who are given broad, unstructured assignments may rightfully be expected to design and apply principles of format themselves. You will be doing the student a service by training her or him to recognize the standard expectations of performance in college level work. Incidentally, you may expect the student's work to be of a higher standard when you have delineated the terms of the assignment in detail. Of course, you are free to vary from this or any other element of a strategy if it does not accord well

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with your teaching practices or principles. Adjust the strategy to your needs.

Q. In that same line, why do you make such extensive use of typed hand-out sheets for assignments? What's wrong with writing the assignment on the board or giving it out loud?

A. There are several advantages to distributing handout assignment sheets. As mentioned above, they serve as a model to approaching the assignment which is a study aid to students still "getting the hang" of college approaches to written work. They are demonstrable proof that very specific terms were set for the assignment when the student's product does not meet these terms. The suggestion on many projects that the student hand in the completed project on the hand-out sheet encourages brevity, focus, and, a practical consideration, uniformity of materials submitted--specifically, no more spiral notebook sheets with the frizzles or steno-pad size papers that go flying out of the pile.

Q. You make extensive use of S / U grading in these projects. I think I can adequately distinguish between Satisfactory and Unsatisfactory performance on a project in terms of content and presentation. But what role should correctness of sentence form, punctuation, spelling, and so forth, play in determining whether to assign an S or U grade?

A. There certainly is no single answer to the question. Although there is undoubtedly good reason to require more thorough proof-reading

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for out-of-class work than for in-class work, the issue remains problematic. In an effort to offer some guidelines, here are some observations on the two basic categories of such problems (Note: the suggestions offered here are only that—suggestions. You must decide for yourself if the approach described is compatible with your own teaching practices and standards).

- (1) The student has fulfilled the assignment well enough in all other ways, but displays numerous problems of form and expression. How should these problems affect the assignment of an S or U grade?

- In this case, it might seem only fair to allow a Satisfactory rating for the strengths of content and handling in the project, but to make a strongly worded comment to the student at the end of the paper that serious problems (of whatever sort) were present, but were not penalized in assigning the S grade. Warn the student that these problems will cause an Unsatisfactory grade to be assigned if they continue on future projects, and note this for yourself on your grade rolls. To help the student deal with the problems before the next written project, you might schedule an office session or see the student after class to go over the problems with the student. According to the problems, you may advise self-study in a rhetoric text and more attentive proofreading of written work or, in serious cases recognized

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early enough in the term, enrollment in a developmental skills class.

- (2) The student's project is muddled by unclear, at times incoherent phrasing. The content is appropriate to the assignment, but since sentences lack coherence, it is difficult to follow what the student is saying about the subject being covered. With some effort, and because you know the materials well, you can "figure out what the student meant to say," but there is no question that it has not been properly stated. There are no other serious problems of writing form (such as spelling or punctuation errors) in the project. Should the grade assigned be an S or U?

- In this case, it seems clear that the student's problems with communication must be penalized by assigning an Unsatisfactory grade. Here the problem is not in what English teachers call "surface features" of the writing (such as spelling and punctuation) but at a deeper and more serious level. The sort of problem represented by muddled, incoherent writing cannot be passed off by instructors in any discipline by thinking "it's not my problem." Assign the U grade, and call the student in for an office conference. (By the way, the routes of careful proofreading and self-study in a rhetoric text which may be helpful for problems of "surface features" are not likely to be adequate for

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resolving the sort of problem described here, and it is probable that you would be doing the student a profound service by routing him or her to your campus's Writing Skills program for enrollment until the problem is completely solved.)

(Note: Students with "second-language" problems are not uncommon at M-DCC, and those with serious problems may fall somewhere between the two categories described above.

Though the College's screening programs attempt to catch and reroute such cases to appropriate support areas, it is possible that an intelligent student may pass that screening while still having problems of expression in English, or that a student may be enrolled in your course while still taking corrective work in this area. Perhaps few situations are more frustrating than to receive a student project which in content and organization is clearly a model of successful performance, but which is all but unintelligible because of problems of verb forms, control of idiom and basic sentence patterns, and so on. In such a case, the decision whether to credit content and understanding or penalize expression and form when assigning an S or U grade must be judged by the case at hand. Perhaps the grade should be withheld until a conference with the student can be scheduled to determine the present status of the student's efforts to

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resolve the problem, and the grade can be assigned according to what you learn at that time.)

Q. Once I have decided how to penalize problems of form and expression in assigning an S / U or letter grade to a project, it seems to me that two more problems remain. First, how specifically am I to mark papers for errors of sentence form or expression, or such problems of content as faulty or illogical (or nonexistent) organization, faulty generalization, or failure to adequately support generalizations with well-chosen supporting materials? And secondly, what sort of "end comments" should I make on a paper to justify the grade I assign, or generally help the student improve deficiencies or retain and sharpen good qualities in their handling of the assignment?

A. It was suggested at one point above that evaluating written work can be time-consuming, and at another point that you are not expected to act as an English teacher, but rather to monitor the skills of writing, reading, and listening by your choice and use of various of these projects. If you are to be expected to make a conscientious effort to incorporate these projects into your course and make them a welcome, useful, productive teaching strategy, it seems only reasonable that you not expect to become an expert (and long-suffering) "marker" of student writing. If you are willing to design the projects, assign them, read the product carefully, and evaluate them honestly, then you should feel that you have done your part.

Some Questions and Answers about Writing Across the Curriculum

Remember, all students will take ENC 1131 as part of the general education program, where listening, writing, and reading (as well as speaking) skills will be taught and commented upon extensively by the instructor of that class. (This may not happen to all while they are in your class, since some may be in developmental courses prior to enrolling in ENC 1131—still, all will eventually take the course.) Students in the Associate of Arts program will also take ENC 1132, where further extensive work with composition skills will take place, and the instructor will again offer full commentary to the student on such problems. In point of fact, then, you need not specifically mark individual problems of any sort on any paper, nor comment at the end on the good or bad features of any paper.

Actually, for most instructors, it is quite likely that you will find that you are inclined to mark errors, make comments along the way, and make some general comments on many of the papers you read, and of course there is no reason (except perhaps self-preservation) that you should restrain yourself from doing so "when the spirit moves you." Perhaps the best advice would be as follows: Do not feel obligated to mark every spelling error or punctuation fault you see, unless there are only a few random ones in an otherwise well-handled paper. If numerous problems of form or expression occur, mark only the first third or so of the project (if you choose to mark any at all), then draw a line in the margin and note "From this point on, I will read for content only, not marking or correcting

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errors of form or expression"—and comment at the end on how severe you found the problems to be. As to comments, do not feel obligated to compose a comment for every project you read, but do compose one when you are moved to do so by the thought that what you have to say might help the student see where he or she has gone astray, or made an error of fact or judgment or strategy—or when you want to encourage the student by complimenting especially skillful, thorough, or insightful work. Not every paper will inspire or require a comment, and if none comes to mind—just assign the grade. If you are to hope to make a go of incorporating these projects into your course without hopelessly burdening yourself with an extra grading load, this is probably your best hope of doing so. (This is why you will note that the "Evaluation" comments on most of the "Suggestions for assignment" sheets with the various projects say "Instructor may comment or not on content. . . and form . . . as seems appropriate.")

PROJECT ONE

Diagnostic Writing Assignment

(10 minute in-class project the first day of class)

Overview

English teachers usually assign a diagnostic writing project to every student at the end of the first class period, to be completed in class. There would seem to be no reason why any instructor could not profit from such a practice. This non-credit project serves as an early warning system of student problems with grammar and usage, second-language problems, problems of organization, problems of expression, problems following instructions. Once you have identified students whose work is unsatisfactory in any of these ways, further immediate action may be taken. For example, assign a grade of S (Satisfactory) or U (Unsatisfactory) to all papers and return them during the second class period, recording these results on your rolls. (There is no need to mark specific problems on any paper—just S or U.) Any student whose paper is marked U is advised to bring that paper with him or her and see you during office hours. At that time, have the student prepare a new 10-minute impromptu paper. (If you wish, you may warn the student to proofread carefully for the problems you diagnosed on the initial paper.) By comparing the initial and follow-up papers with the student on-the-spot in conference, you may identify for the student the areas of weakness and counsel the student about appropriate remedial action. (For example, advise the student to sign up for basic skills classes; advise purchase of supplementary rhetorical handbook and self-study in appropriate sections; advise student to work from rough draft and proofread

PROJECT ONE—Diagnostic Writing Assignment

attentively during term for problems you have identified.) Record in your rollbook the results of diagnostic work and any recommendations made. (Alternative—retain the Unsatisfactory diagnostic papers and record your recommendations upon them.)

PROJECT ONE—Diagnostic Writing Assignment

Suggestions for assignment:

Format—Assigned unannounced at end of first class period.

Assignment dittoed/duplicated (with space for name, course number, day and hour of class, date of submission) at top of handout sheet. Project is to be completed in class on that handout sheet. (See sample handout sheet attached.)

Credit—No credit assigned. (Project is strictly diagnostic.)

Evaluation—Instructor will return diagnostic paper to student marked S (Satisfactory) or U (Unsatisfactory). No need for other markings or comments of any sort, but if you wish you may comment on content (adequacy as response to assignment, clarity of presentation) and/or form (paragraph effectiveness, sentence effectiveness, usage, mechanics) on individual papers.

Frequency—First class of term (plus followup where appropriate—see overview).

Justification—Monitors student writing skills (general writing ability, ability to respond impromptu to specific assignment).

Gives student with problems early warning and specific advice for correcting problems.

Gives instructor early information on possible student problems meeting course objectives.

Gives instructor information which can be drawn upon to prepare Academic Alert Rolls.

PROJECT ONE—Diagnostic Writing Assignment

Sample handout sheet:

NAME _____
Course Title _____
Day/hour of class _____
Date _____

ASSIGNMENT

The following assignment is not for credit in the course. It is intended to allow me to assess the current status of your writing skills, and to diagnose and anticipate problems you may have in this area. Please write carefully and with attention to the conventions of form and usage (punctuation, spelling, paragraphing, etc.). If there are any corrections you wish to make of your rough draft, make them directly on this sheet—do not waste time re-writing the whole paper. (Of course, this suggestion applies only to in-class projects such as this. Your out-of-class work should always be proofread and corrected and a fair copy submitted with all corrections incorporated.)

In a short paper of about a page or so length, introduce and discuss some topic of your own devising which illustrates what is, for you, an important concern in your day-to-day life. Prepare your response on this handout sheet.

(Sample topics, which you may draw upon if you wish:)

I'm trying to do too much!

I have to get a better job.

How can I get by without more money?

What am I doing going to school?

PROJECT TWO

Summary of Main Content of Day's Presentation

(5 minute in-class project, unannounced)

Overview

How well do the students in your class understand the purpose of classroom sessions? Are they attentive? Can they synthesize the experience and summarize the main points of the day's activity? This summary project is a simple, appropriate, easily graded way to monitor this aspect of student performance. Your selection of credit and frequency options (see "Suggestions for assignment" sheet) allows you to incorporate the project into overall course evaluation as part of a letter grade, yet individual projects are graded S / U, so this will not be a burdensome addition to your work load. Since the project is unannounced and recurs throughout the semester, it reinforces student attention at all class sessions.

Notice that in addition to writing skills, this assignment reinforces listening skills which are included in the Communications core course competencies.

PROJECT TWO—Summary of Main Content of Day's Presentation

Suggestions for assignment:

Format—Assigned unannounced.

Assignment dittoed/duplicated (with space for name, course number, day and hour of class, date of submission) at top of handout sheet. Project is to be completed on the handout sheet. (See sample handout attached.)

Credit—(option one) May be used to determine student presence or absence on day's rolls. (This must be prepared for by announced attendance policy at beginning of semester.) Satisfactory performance gives credit for attendance. Unsatisfactory or unsubmitted work counts as absence for the day. Use as often as desired throughout the term.

(option two) Announce at start of semester that a series of five of these unannounced projects will be assigned during the term. They will be graded S or U. They may not be made up for excused or unexcused absences. Overall result will be assigned letter grade as follows: five S scores = A; four S scores = B; three or two S scores = C; one S score = D; zero S scores = F. This letter grade will count as 10% of overall course grade.

(option three) Consider mixing assignment credits among several types of simple writing assignments. For instance, suppose you wish to use this summary of class session as well as the summary of reading assignment (Project Five) and short report of out-of-class

(PROJECT TWO—Summary of Main Content of Day's Presentation

activity (Project Four), but do not wish to give these projects undue weight by allotting to each five assignments and 10% of overall course grade. You may choose to do a total of ten of some mixture of the three assignments and assign the success ratio letter grade as 20% of overall course grade.

Evaluation—Instructor will return summary to student marked S (Satisfactory) or U (Unsatisfactory). Significance of this depends upon option chosen above. Instructor may comment or not upon content (accuracy of account of day's lesson, understanding of materials, clarity of presentation) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics).

(Frequency—Depends upon option chosen above.

Justification—Monitors student listening skills (comprehension, retention, ability to abstract information, ability to synthesize).

Monitors student writing skills (general writing skills, ability to present information in organized form, ability to summarize).

Can serve to encourage student note-taking in class sessions.

Comments of instructor on performance can guide student to improve note-taking skills.

Encourages student attention in all class sessions.

Gives instructor information between tests on success of class presentations.

PROJECT TWO--Summary of Main Content of Day's Presentation

**Gives instructor information which can be drawn upon in preparing
Academic Alert Rolls.***

*** The Academic Alert program is a computerized system to report to each student mid-way in the term their progress and attendance in all their courses.**

PROJECT TWO—Summary of Main Content of Day's Presentation

Sample handout sheet:

NAME _____

Course Title _____

Day/hour of class _____

Date _____

ASSIGNMENT

In the time remaining in today's class, prepare a summary of what you feel were the main points covered in today's class session. This summary may be a narrative written in paragraph form, a series of isolated sentences covering main points and important supporting detail, or a rough outline of the materials.

Present your summary on the page below and turn it in at the end of the class period. You may use the back of the page as well if necessary. This project will be graded either S (Satisfactory) or U (Unsatisfactory), and will contribute to your overall grade at the end of the term in the way detailed at the beginning of the semester.

PROJECT THREE

Written Explanation of Some Aspect of Course Work

(In-class or out-of-class options)

Overview

Not all writing assignments have to be major projects taking two or three weeks for the student to prepare and another two or three weeks of agony for the instructor to evaluate. Most of the projects in this collection of writing strategies are designed to illustrate this very point. This project, for instance, is a nicely limited simple task assignment which is easy for the student to perform well and is readily evaluated by the instructor. In the long stretches between major tests, it provides contact between student and instructor, directing the student to focus attention on a single aspect of his or her studies and to explain it clearly in the student's own words, and allowing the instructor to monitor the student's understanding of primary course materials. Such valuable services in so simple a format should not be sneered at as "make-work" projects by either student or instructor, but instead should be recognized as an important component of the healthy two-way communication between student and instructor which is desirable in any valid educational experience.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

Suggestions for assignment:

Format—(in-class option) Assigned unannounced at some point during a unit of work in the course. To be completed in class (open book, open notes) in ten or fifteen minutes.

(out-of-class option) Assigned at some point during a unit of work in the course. To be completed between class sessions and submitted at start of next class period.

Assignment dittoed/duplicated (with space for name, course number, day and hour of class, date of submission) at top of a handout sheet. Either in-class or out-of-class option is to be completed on the handout sheet. (See sample handout sheet attached.)

Credit—Any of the three credit options on Project Two "Suggestions for assignment" sheet may apply here.

Evaluation—Instructor will return project to student marked S or U.

Significance of this depends upon credit option chosen above.

Instructor may comment or not upon content (accuracy of explanation of assigned aspect of course, understanding of materials, clarity of presentation, use of personally devised examples to illustrate principle—if appropriate) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics)—as appropriate.

Justification—Monitors student listening and/or reading skills (depending on how aspect of course was presented to student). (Skills: comprehension, retention, ability to abstract information, ability to synthesize.)

PROJECT THREE—Written Explanation of Some Aspect of Course Work

Monitors student writing skills (general writing skills, ability to explain focused material in clear, accurate way).

Can serve as study aid by student for tests. Instructor evaluation can correct misinformation or faulty understanding of course materials.

Provides feedback from students during unit without waiting for full-scale test performance.

Gives instructor information which can be drawn upon to prepare Academic Alert Rolls.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option One—In-class)

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and submitted before the end of class today. You may not refer to class notes, text, or other written materials to prepare your answer. Please submit the completed paragraph on this sheet—you may write on front and back, and may attach an additional sheet if necessary to complete your answer.

ASSIGNMENT

In the current unit, we are studying the structure and composition of the earth's atmosphere. To illustrate your understanding of the importance of this study, write a paragraph (150–250 words length) in which you demonstrate the importance of the various layers of the atmosphere to the continued existence of life on earth.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option Two—Out-of-Class)

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and turned in by the start of the next class period. You may draw upon your text, class notes, and other sources if you choose, but try to make the finished product reflect your own understanding of the materials in your own words. Please work from a rough draft, proofread carefully, and submit the completed paragraph on this sheet, typewritten or neatly handwritten. (You may use the front and back of the page, and may attach an additional sheet if necessary to complete your response.)

ASSIGNMENT

In the current unit, we are studying the structure and composition of the earth's atmosphere. To illustrate your understanding of the importance of this study, write a paragraph (150-250 words length) in which you demonstrate the importance of the various layers of the atmosphere to the continued existence of life on earth.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option One—In-class)

Sample handout sheet:

(Adjusted to Humanities)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and submitted before the end of class today. You may not refer to class notes, text, or other written materials to prepare your answer. Please submit the completed paragraph on this sheet—you may write on front and back, and may attach an additional sheet if necessary to complete your response.

ASSIGNMENT

In the current unit, we are studying works of comedy, with special attention to satire. To illustrate your understanding of the importance of this study, write a paragraph (75-100 words length) in which you demonstrate the importance of indirect methods of persuasion as seen in one or more specific works of satire.

PROJECT THREE--Written Explanation of Some Aspect of Course Work

(Option Two--Out-of-class)

Sample handout sheet:

(Adjusted to Humanities)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and submitted by the start of the next class period. You may draw upon your text, class notes, and other sources if you wish, but try to make the finished product reflect your own understanding of the materials in your own words. Please work from a rough draft, proofread attentively, and submit the completed paragraph on this sheet, typewritten (double spaced) or neatly handwritten. (You may use the front and back of the page, and may attach an additional sheet if necessary to complete your response.)

ASSIGNMENT

In the current unit, we are studying works of comedy, with special attention to satire. To illustrate your understanding of the importance of this study, write a paragraph (75-100 words length) in which you demonstrate the importance of indirect methods of persuasion as seen in one or more specific works of satire.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option One—In-class)

Sample handout sheet:

(Adjusted to The Individual in Transition)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed and submitted before the end of class today. You may not refer to class notes, text, or other written materials to prepare your answer. Please submit the completed paragraph on this sheet—you may write on front and back, and may attach an additional sheet if necessary to complete your answer.

ASSIGNMENT

In the current unit, we are studying personal health maintenance. To illustrate your understanding of the importance of this study, write a paragraph (150-250 words length) in which you describe briefly the benefits of stress reduction in increasing overall personal health.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option Two—Out-of-class)

Sample handout sheet:

(Adjusted to The Individual in Transition)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and turned in by the start of the next class period. You may draw upon your text, class notes, and other sources if you choose, but try to make the finished product reflect your own understanding of the materials in your own words. Please work from a rough draft, proofread carefully, and submit the completed paragraph on this sheet, typewritten or neatly handwritten. (You may use front and back of the page, and may attach an additional sheet if necessary to complete your response.)

ASSIGNMENT

In the current unit, we are studying personal health maintenance. To illustrate your understanding of the importance of this study, write a paragraph (150-250 words length) in which you describe briefly the benefits of stress reduction in increasing overall personal health.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option One—In-class)

Sample handout sheet:

(Adjusted to The Social Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and submitted before the end of class today. You may not refer to class notes, text, or other written materials to prepare your answer. Please submit the completed paragraph on this sheet—you may write on front and back, and may attach an additional sheet if necessary to complete your answer.

—ASSIGNMENT

In the current unit, we are studying national economic policy. To illustrate your understanding of the importance of this study, write a paragraph (150–250 words length) in which you explain briefly (and illustrate) what it means to "fine tune" the economy by using fiscal money policy.

PROJECT THREE—Written Explanation of Some Aspect of Course Work

(Option Two—Out-of-class)

Sample handout sheet:

(Adjusted to The Social Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and turned in by the start of the next class period. You may draw upon your text, class notes, and other sources if you choose, but try to make the finished product reflect your own understanding of the materials in your own words. Please work from a rough draft, proofread carefully, and submit the completed paragraph on this sheet, typewritten or neatly handwritten. (You may use front and back of the page, and may attach an additional sheet if necessary to complete your response.)

ASSIGNMENT

In the current unit, we are studying national economic policy. To illustrate your understanding of the importance of this study, write a paragraph (150-250 words length) in which you explain briefly (and illustrate) what it means to "fine tune" the economy by using fiscal money policy.

PROJECT FOUR

Short Report on Out-of-Class Activity

Overview

This is a simpler, S / U graded form of the more elaborate A - F graded strategy described in Project Eleven. Like the others of these early project options, it deliberately represents an easily performed, easily evaluated strategy for incorporating writing into a course without over-burdening either student or instructor. It enhances the educational value of any group or individualized out-of-class activity by encouraging the student to organize and summarize his or her responses to the experience.

PROJECT FOUR--Short Report on Out-of-Class Activity

Suggestions for assignment:

Format—Assigned at same time as announcement of and arrangement for out-of-class activity. Project to be prepared out-of-class and submitted at announced time after completion of activity.

Assignment dittoed/duplicated (with space for name, course number, day and hour of class, date of submission) at the top of handout sheet. Project is to be submitted in polished form with handout sheet attached. (See sample handout sheet, attached.)

Credit—At discretion of instructor, S or U completion of this assignment might be credited to (or against) "class participation" aspect of student's grade (for use in determining between higher or lower grade for borderline students at end of term).

Evaluation—Instructor will return paper to student marked S or U.

Instructor may comment or not upon content (clarity of presentation, adequacy of information, appropriate use of detail) and form (paragraph effectiveness, sentence effectiveness, mechanics, usage)—as appropriate.

Frequency—Used for one or more out-of-class activities, as instructor desires.

Justification—Monitors student writing skills (ability to narrate experience clearly, ability to select significant aspects of experience and omit irrelevancies, ability to convey goal of activity and to determine whether that goal was met).

PROJECT FOUR—Short Report on Out-of-Class Activity

Encourages student to attend to and to evaluate significance of experience of given activity.

Gives instructor information which can be drawn upon to prepare Academic Alert Rolls.

PROJECT FOUR—Short Report on Out-of-Class Activity

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed and turned in one week after our class project. Please work from a rough draft, proofread attentively, and submit the completed report on 8½" x 11" paper, typewritten or neatly handwritten. Use front of page only. For typewritten work, double space and allow customary top, bottom, and side margins. Attach this assignment sheet to the front of your completed report when you turn it in for credit.

ASSIGNMENT

On Thursday, (date), our class will visit the Environmental Demonstration Center on South Campus. (Arrangements for transportation will be discussed in class.) This visit will allow you to examine an alternative energy lifestyle and to view low-energy-consuming devices.

To record your experience and reactions, you are asked to take notes on what you see and hear there, and summarize the results in a short paper (400 to 500 words) in which you answer the following questions (you may organize your paper as paragraph responses to each question, or as an overall narrative in which the questions are answered):

PROJECT FOUR—Short Report on Out-of-Class Activity

(Adjusted to Energy in the Natural Environment)

1. What is the basic principle of the alternative energy lifestyle illustrated at the Environmental Demonstration Center?
2. What specific design principles contribute to accomplishing the alternative energy lifestyle goals?
3. What particular low-energy-consuming devices were you introduced to, and how do they achieve their goals? Which of these impressed you most?
4. What adjustments could you make to your present living arrangements (or future ones, if, for instance, you were to design and build your own home) that would take advantage of what you learned at the Demonstration Center?
5. What is your personal reaction to the lifestyle you saw demonstrated at the Center, and to the general need for adopting an alternative energy lifestyle?

PROJECT FOUR—Short Report on Out-of-Class Activity

Sample handout sheet:

(Adjusted to Humanities)

Any of the materials for a short report on out-of-class activities for the other core courses might be adjusted to The Humanities core course needs.

PROJECT FOUR—Short Report on Out-of-Class Activity

Sample handout sheet:

(Adjusted to The Individual in Transition)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and turned in four weeks from the class period in which the assignment is distributed. Please work from a rough draft, proofread attentively, and submit the completed report on 8½" x 11" paper, typewritten or neatly handwritten. Use front of page only. For typewritten work, single space within entries and double space between entries. Attach this assignment sheet to the front of your completed report when you turn it in for credit.

ASSIGNMENT

Over the next three weeks, the individual members of this class are going to take part in one of several options for "participant observation" experiences. The available options (such as observation at a crisis-intervention center, riding with an on-duty police officer, and so forth) will be explained to you in class, as will the steps to be taken to register with the sponsoring agency, to schedule an appointment time for the experience, and to prepare yourself for the experience.

Once you have completed the steps above, you will undergo the experience itself. To record the experience, you are asked to prepare a report of your activities at that time. Rather than a "minute-by-minute"

PROJECT FOUR—Short Report on Out-of-Class Activity

(Adjusted to The Individual in Transition)

summary, it is recommended that you use a "diary entry" approach. Begin by narrating your arrival and initial adjustment to the experience, including whatever reactions you experience within yourself. After that, record the significant events which happen throughout the experience, with a time-dated entry for each of these. At the end of the experience, narrate whatever "finishing up" activities you undergo, and record your personal reactions to the overall experience.

(Sample student entry from "significant event" stage of project:)

9:30 P.M.—Judy, my "sponsor" for the evening, receives a call from a teenage girl who is crying and somewhat incoherent.

Judy tries to calm her down by talking casually with her and encouraging her to explain what is upsetting her. We learn that she has been left at home babysitting and her seven year old brother seems to have disappeared from the house. Judy immediately calls her supervisor to the phone to take the call.

(While the supervisor talks to the girl and records the family's address and phone number, Judy explains to me that the supervisor will forward this information immediately to the police, and that Judy has been instructed to forward all such "immediate danger" calls to her supervisor for immediate attention.)

PROJECT FOUR—Short Report on Out-of-Class Activity

(Adjusted to The Social Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following assignment is to be completed and turned in one week after our class project. Please work from a rough draft, proofread carefully, and submit the completed report on 8½" x 11" paper, typewritten or neatly handwritten. Use front of page only. For typewritten work, double space and allow customary top, bottom, and side margins. Attach this assignment sheet to the front of your completed report when you turn it in for credit.

ASSIGNMENT

On Friday, (date), our class will visit the office of the Mayor of South Miami to receive an overview of problems of municipal government in Metropolitan Dade County. (Arrangements for transportation will be discussed in class.)

To record your experience and reactions, you are asked to take notes on what you see and hear there, and summarize the results in a short paper (400 to 500 words) in which you answer the following questions, a copy of which will be given to the Mayor's representative before our visit (you may organize your paper as paragraph responses to each question, or as an overall narrative in which the questions are answered):

PROJECT FOUR—Short Report on Out-of-Class Activity

(Adjusted to The Social Environment)

1. What are the functions and responsibilities of the Mayor's office in South Miami? How are these functions related to the City Council? What other agencies affect or limit the Mayor's duties and powers?
2. What is the relationship of South Miami to Metropolitan Dade County? To the State of Florida? Where do responsibilities overlap? Where are they clearly distinct?
3. What are the specific community concerns of South Miami? How are these goals determined? How are they funded?
4. What was your reaction to our class visit? What did you learn that you had not previously known about municipal government in Metropolitan Dade County?

PROJECT FIVE

Summary of Reading Assignment

(In-class or out-of-class options)

Overview

Are your students getting full benefit from out-of-class reading assignments in the course textbook? Are they reading accurately, recognizing major points, and important supporting materials? By assigning this written summary project for a select number of your assigned readings during the term, you will be able to monitor student success with out-of-class reading and to encourage students to be systematic and scrupulous with that work. The in-class, unannounced option will encourage students to do all reading assignments carefully, since they will never know when they will be asked to summarize the latest assignment.

(NOTE—The summary, like many writing skills, must be adjusted to the needs of the materials being dealt with. Dense, information-packed materials and materials detailing carefully the numerous stages of a process, for instance, may require a somewhat more lengthy and item-specific summary than will broad overviews of a subject area. In the first case, a valid summary may need to be one-half to as much as three-fourths the length of the original, while in the second case from one-third to one-half the length of the original may suffice. Bear this in mind as you design your assignment. Also, remember that the student's completed summary is to be returned to you on the handout sheet—though you may elect to allow the student to "spill over" to an additional blank sheet fastened to the handout if you wish. Allowing for

PROJECT FIVE—Summary of Reading Assignment

variations in the size and orderliness of handwritten work, it is probable that two hundred to three hundred words is the average length of performance you might reasonably expect. Since reading assignments of from two thousand to five thousand words length at a time are not uncommon, it may be advisable to single out some limited section of the reading—one chapter or a section of a chapter, for instance—for the written summary project.)

PROJECT FIVE—Summary of Reading Assignment

Suggestions for assignment:

Format—(in-class option) Assigned unannounced at start or end of class following reading assignment. To be completed in class (with or without open book, open notes, as instructor chooses) in ten or fifteen minutes.

(out-of-class option) Assigned at same time as reading assignment. To be completed between class sessions and submitted at start of next class period.

Assignment dittoed/duplicated (with space for name, course number, day and hour of class, date of submission) at top of handout sheet. Either in-class or out-of-class option is to be completed on the handout sheet. (See sample handout sheets attached.)

Credit—Announced policy at beginning of term that a given number (for instance, five) of reading assignments will be coupled with requirement of written summaries. (You may assign all in-class, all out-of-class, or some mixture, as you see fit—the credit strategy which follows will work with any of these options.) Graded S or U. Total result will be assigned letter grade as follows: five S = A; four S = B; three or two S = C; one S = D; zero S = F. This letter grade will count as 10% of overall course grade. (NOTE: see also Project Two, "Suggestions for assignment" sheet, option three under "Credit.")

Evaluation—Instructor will return summary to student marked S or U.

PROJECT FIVE—Summary of Reading Assignment

Instructor may comment or not upon content (understanding of materials, accuracy and adequacy of summary, clarity of presentation) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics)—as instructor sees fit.

Justification—Monitors student reading skills (comprehension, ability to recognize main points of reading, ability to abstract and synthesize information).

Monitors student writing skills (general writing skills, ability to distinguish main points and important supporting details, ability to present information in summarized form).

Encourages student to be attentive and orderly when doing reading assignments. Successful product may be retained by student as study aid for later examination. Unsuccessful product focuses student attention on deficiencies of study habits.

In-class, unannounced option encourages student to be prepared for all classes with reading assignments.

Provides instructor with information before or between tests on student study habits, reading, and writing skills.

Provides instructor with information on which to base Academic Alert Rolls.

PROJECT FIVE—Summary of Reading Assignment

Sample handout sheet (Option one—In-Class)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

ASSIGNMENT

You were assigned to read a block of material in our text for this class period. Please prepare a written summary of the main points and major supporting evidence in that reading. This summary may be a narrative written in paragraph form, a series of isolated sentences covering main points and major supporting evidence, or a topic or sentence outline of the materials.

Present your summary on the page below (you may also use the back of this sheet if necessary). Since this project must be completed before you leave class today, do not waste time recopying a rough draft (though you may wish to draw up some rough notes before setting pen to this paper). You may make any necessary corrections to your work neatly on this paper. This project will be graded S or U and will affect your overall course grade in the manner described at the beginning of the semester.

PROJECT FIVE—Summary of Reading Assignment

Sample handout sheet (Option two—Out of class)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

ASSIGNMENT

You have been assigned to read a block of material in our text for our next class period. In addition to reading that material, please prepare a written summary of the main points and major supporting evidence presented in that reading. This summary may be a narrative written in paragraph form, a series of isolated sentences covering main points and major supporting evidence, or a topic or sentence outline.

Present your summary on the page below (you may also use the back of the page if necessary). I recommend working from a rough draft and polishing your work before recording it on this paper. This project will be graded S or U and will affect your overall course grade in the manner described at the beginning of the semester.

PROJECT SIX

Book Review

Overview

Here is an old familiar friend—perhaps one of the few standard writing strategies that many instructors outside the English Department feel comfortable assigning and grading. (Note that the recommendation of S / U grading rather than A - F grading on this project may help save these instructors some of the heartache they may have felt in trying to decide whether a given book report should be assigned a B-minus because the student showed a grasp of the overall import of the book's argument while being weak in control of details, or a C-plus because that same report had three spelling errors, five comma splices, and was over-dependent on short declarative sentences in its writing style.) This serviceable assignment is an effective way to individualize student work at one stage in the course. Notice that it differs from Project Five in being directed to an outside reading of book length rather than to a reading in the course text or texts. A description of a book review and guideline to its preparation has been included here as the sample handout for this project. (Presumably the specific books or range of allowable books for the particular assignment would be discussed in class at the time of the assignment.) Note that since the book review is a somewhat demanding and time-consuming project for the student, the instructor may want to give special status to the crediting option in this case. For example, S performance on one or more book reviews may be a minimum requirement for earning an A, B, or C grade in the course (coupled with

PROJECT SIX--Book Review

attainment of all other prerequisites for the given grade). Of course, another option is to assign a letter grade to review(s), foregoing the S / U grading option, and to allow this project some percentage of the overall course grade.

PROJECT SIX--Book Review

Suggestions for assignment:

Format--See information on sample handout sheet.

Credit--(option one-- S / U grading) Satisfactory performance on one or more book reviews may be required as one minimum component for earning an A, B, or C grade in the course (coupled with attainment of all other prerequisites for that grade).

(option two-- A - F letter grading) This project may be graded A - F and assigned some percentage of the overall course grade in the grading policy announced at the beginning of the term.

Evaluation--Depends upon option chosen above. Instructor may comment or not on content (see standards on sample handout sheet) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics)--as instructor sees fit.

Frequency--At instructor's discretion, according to options chosen above.

Justification--Monitors student reading skills (comprehension, ability to attain overview of material, ability to evaluate strengths and weaknesses of a work).

Monitors student writing skills (general writing skills, ability to follow instructions on sample handout, ability to summarize large body of material succinctly and with understanding).

Allows instructor to expose student to significant primary materials outside of class text, lecture, and laboratory purview.

Allows student to work with particular significant source materials in-depth on an individual basis.

PROJECT SIX—Book Review

Sample handout sheet:

A BOOK REVIEW: WHAT ONE IS AND HOW ONE IS WRITTEN

A book review is a written evaluation of a particular work. It takes the form of an essay. It is done after careful reading, note-taking, and analysis of what the author is trying to say. Your review's length may vary according to the book's size and your ability to express your opinions concisely. Generally four to six typed pages will suffice.

The review should consist of four main parts that are placed in continuous narrative.

A. Description of the work:

A one or two paragraph description of the work's physical structure and any information about the author you may have discovered. For example: book title, number of pages, publisher copyright date, edition, whether it is part of a series.

B. Statement of author's goals:

The author will say what he or she is trying to accomplish somewhere at the outset—either in the book's preface or in its introduction. In your own

PROJECT SIX--Book Review

words, or paraphrasing his or her own, state the person's objectives for having written the book (one or two paragraphs).

C. Your verdict:

Did the author achieve the goals set forth? Or, were some achieved but not all? Were the conclusions valid, or can you show where he or she hedged the point? If the answer is "yes" show why and use examples from the text to bolster your praise. If the answer is "no" do the same thing to back your claim. Remember, you cannot praise or condemn without proof.

D. Your opinion of the whole work:

Did you like the book? Why or why not? Use examples to bolster your statements.

They are easier to read if typed, so I would prefer them to be. However, if this is an undue inconvenience, write them neatly in longhand. Proof-read your work before turning it in and watch your spelling. If you would like for me to look at a rough draft, I shall be happy to do so.

PROJECT SIX--Book Review

(Option Two)

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)*

THE FOREST AND THE SEA

By Marston Bates

The following Guided Reading Instructional Package (GRIP) was prepared under the auspices of a program funded by a mini-grant at the North Campus of Miami-Dade Community College, and it is based upon the Vintage Books edition, copyright, 1960.

NOTE TO THE INSTRUCTOR

The following may be used as an auxiliary material for courses in biology. It has had its reading level evaluated and is deemed appropriate for college freshmen.

NOTE TO THE STUDENT

Use the following to the best of your ability in conjunction with your instructor's instructions and your own learning style.

* NOTE: The sample included here covers Chapter One only. The full GRIP package is 14 pages long, front and back, and covers all sixteen chapters in the book. GRIP packages were prepared for other books as well.

PROJECT SIX—Book Review

(Option Two)

(Adjusted to Energy in the Natural Environment)

(THE FOREST AND THE SEA - 1)

CHAPTER ONE: THE STUDY OF LIFE 3-14

1. Why do humans give names to things, animals, plants, minerals, etc.? 1-2
2. Why do humans try to describe everything in terms of usefulness? Are there things which have no human use yet have value? 4-5
3. What do the roots of the word 'ecology' mean? 5
4. Why does man oversimplify and subdivide his subject matter as well as nature? What are the disadvantages of these tendencies? the advantages? Why would an ecologist such as the author object to these practices? 6-7
5. How do plants and animals differ? How are they alike? What does the word 'organism' mean? 7
6. How many kingdoms are there in the living world? 8
7. Can you have physiology without anatomy? 8-9
8. Why is specialization necessary? Why is generalization important? 9
9. Is the cell the basic unit of life? Where do viruses fit in our scheme of organization? 9-10

PROJECT SIX—Book Review

(Option Two)

(Adjusted to Energy in the Natural Environment)

10. What does Bates consider to be the basic unit of life? 11-12
11. Where are ecology or natural history and physiology separated? 12-13
12. What do tropical forests and tropical seas have in common in overview? 13

PROJECT SEVEN

Response to Audio-Visual Presentation

(In-class or out-of-class)

Overview

Audio-visual presentations are often the most efficient, vivid, and interesting way to illustrate a key concept, trigger discussion, or reinforce lecture or text materials. Nonetheless, students often regard the dimming of lights and whirr of the projector as a sign that the professor wants a day off from planning a lecture and thus decide that this leaves them free to snooze, daydream, or doodle in the darkness in their notebook. To reinforce the significance of audio-visual presentations and encourage critical attention from students, consider assigning on some occasions this Response to Audio-Visual Presentation Project. (Notice on the sample handout sheet that the student is allowed the option of choosing two of the four questions for special attention. Incorporating such options into assignments when appropriate is a useful way to allow students to express individual interests and abilities.)

PROJECT SEVEN—Response to Audio-Visual Presentation

Suggestions for assignment:

Format—Assigned after viewing (or listening to) audio-visual presentation.

(Option one) 10 minute, in-class written response, not announced before presentation.

(Option two) Take-home assignment, due at start of next class period.

Assignment dittoed (with space for name, course number, day and hour of class, and date of submission) at top of handout sheet. (For option two, recommend use of a rough draft before final copy is recorded on handout sheet.) (See sample handout sheet attached.)

Credit—At discretion of instructor, satisfactory completion of this assignment might be credited to "class participation" component of student's overall grade (for use in determining between higher and lower grade for borderline students at end of term).

Evaluation—Instructor will return paper to student marked S or U.

Instructor may or may not comment on content (understanding of materials, clarity of presentation, insight) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics) on individual papers, as seems appropriate.

Frequency—Used for some or all audio-visual presentations, as seems appropriate.

Justification—Monitors student "attendance" skills while listening

PROJECT SEVEN—Response to Audio-Visual Presentation

and viewing (comprehension, ability to abstract and synthesize information, ability to respond to AV work on its own term—e.g., responses differ for materials which are "creative" and thought-provoking, information giving, process explaining, etc.)

Monitors student writing skills (general writing effectiveness, ability to generate responses to specific questions—see sample handout sheet—ability to summarize facts or express opinion and/or value judgment, as appropriate to materials).

Encourages student to think critically about audio-visual presentations. Successful product may be retained by student as study aid for later examination.

Gives instructor information on student attention to and comprehension of AV presentations.

PROJECT SEVEN—Response to Audio-Visual Presentation

Sample handout sheet:

NAME _____

Course Title _____

Day/hour of class _____

Date _____

ASSIGNMENT

Answer the following questions in clear, well-written paragraphs. Group your answers by the numbers given to each set of questions. Respond only as much as you feel appropriate to any particular grouping, but attempt to give fairly full responses to at least two of the groupings. This project will be graded S (Satisfactory) or U (Unsatisfactory), and will figure in your overall course grade in the manner described at the beginning of the term. Prepare your final responses on this handout sheet.

1. How do you feel that the film you have just seen (or tape you have just listened to, etc.) relates to our current concerns in the course? What do you feel was the purpose of showing it to (playing it for) you?
2. What basic information did you learn from the presentation? What did you learn that you did not already know?
3. Did viewing (listening to) this presentation affect your attitudes toward the subject? Did you reinforce existing attitudes, change existing attitudes somewhat, or develop an attitude where previously you had none?
4. What further questions on the subject of the presentation do you have? What else would you like to know about it?

PROJECT SEVEN—Response to Audio-Visual Presentation

(Alternative model)

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____ (show date of 10-16-81)

Film _____ Chemical Families

Worksheet due (Monday, 10-19-81)

1. What are the differences between metals and non-metals?
2. How does the film separate the elements in corresponding groups?
3. Define and describe inert gases.
4. What role did electric current play in the analysis of chemical elements?
5. What are isotopes and how are they described?
6. How do the inert gases group differ from the sodium (Na) group?
from the Halogen group?
7. List the elements comprising the Halogen group. What are the key characteristics of this group?

PROJECT EIGHT

Student Essay

(Out-of-class)

Overview

Projects One through Seven have presented various options for incorporating written assignments into course strategies which were all graded on an S / U basis (with options offered for keying S / U grading to an A - F overall course grade). Projects Eight through Eleven present a series of more formal assignments which the instructor is likely to want to evaluate on an individual basis with an A - F grade, and to allot some given percentage of the overall course grade.

Some instructors may choose to draw upon that old standby of freshman English classes, the 500-word theme assignment. The Social Environment Resource Notebook devotes some pages to offering guidelines for comparison/contrast and opinion papers. Other standard methods of development which may prove useful are analysis of cause/effect, classification, description, character study, narration, and process analysis. Each of these methods of development may be studied for guidelines in designing assignments by reference to any of the rhetoric texts listed following this overview. (Students enrolled in ENC 1131, Communications, will be receiving instruction in the informational and personal writing modes, which may include training in many of these methods of development, since they are appropriate to the two modes.)

Whatever method of development you draw upon, evaluation of the student essay will be somewhat more demanding upon the instructor, but

PROJECT EIGHT—Student Essay

promises rewards in the exposure you will get to the student's ability to work in a more elaborate writing project than most of those in Projects One through Seven, in a project designed, structured, and developed by the student to fulfill the terms of your assignment.

(NOTE—In addition to the sample assignment sheet for this project, you will find a sample evaluation form to be used in responding to student essays. It is not automatically the best approach to the project to use such a form, but since many instructors find that an evaluation form helps to focus instructor response to a paper, this one is included for your consideration.)

Rhetoric Texts

Hodges, John C. and Mary E. Whitten. Harbrace College Handbook, 9th ed. New York: Harcourt Brace Jovanovich, Inc., 1982.

Millward, Celia. Handbook For Writers. New York: Holt Rinehart and Winston, 1980.

Shaw, Harry. The Harper Handbook of College Composition, 5th ed. New York: Harper and Row, 1981.

PROJECT EIGHT—Student Essay

Suggestions for assignment:

Format—Assigned for out-of-class completion.

Assignment sheet for project dittoed/duplicated, giving full information on desired length, content, and format for submission. (See sample handout sheet attached.)

Credit—Announced policy at beginning of term that one or more essays will be required. Graded A - F. Assigned (as units or for total required) some percentage of student's overall grade in the course.

Evaluation—Instructor will return paper with a letter grade based on the student's success in meeting terms of the assignment. If instructor is using Composition Evaluation Form (see sample attached), the ranked items on that form will be filled in--the instructor may also choose to mark on the paper specific strengths and weaknesses of performance. If no evaluation form is used, the instructor may or may not choose to comment on content (suitable subject and approach to assignment, adequate organization, acceptable balance of generalization and support, accuracy and fullness as treatment of the subject, success of final product) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics) on the individual papers, as instructor sees fit.

Frequency—One or more times during term, at instructor's discretion.

Justification—Monitors student organizational skills and ability to design and follow through with response to assignment.

Monitors student writing skills (general writing skills, ability to

PROJECT EIGHT--Student Essay

gather, arrange, develop materials in response to assignment.

Monitors student's grasp of some aspect of course work.

PROJECT EIGHT—Student Essay

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed out-of-class and submitted two class periods from the date of assignment. Typewritten (double spaced) or neatly handwritten work is acceptable. Please use 8½" x 11" paper, front of paper only, with acceptable top, bottom, and side margins. Attach this assignment sheet to the front of your paper when you submit it to serve as heading for the paper.

ASSIGNMENT

In our current unit, we are examining the hydrologic cycle. To illustrate your understanding of the materials in class lecture and the textbook, you are asked to write an essay (400-600 words range) dealing with the contamination of drinking water. Your essay should cover the following points:

1. general overview of hydrologic cycle;
2. possible presence of contamination in the related stages of the hydrologic cycle (condensation, runoff, infiltration);
3. sources of contamination at each stage;
4. ways to prevent or ease that contamination at each stage.

PROJECT EIGHT—Student Essay

Sample handout sheet:

(Adjusted to Humanities)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed out-of-class and submitted two class periods from the date of assignment. Typewritten (double spaced) or neatly handwritten work is acceptable. Please use 8½" x 11" paper, front of paper only, with suitable top, bottom, and side margins. Attach this assignment sheet to the front of your paper when you submit it to serve as heading for the paper.

ASSIGNMENT

In our current unit, we are studying the relationships among various philosophical schools or systems of belief. To illustrate your understanding of the materials in class lecture and the textbook, write an essay (400–600 words length) in which you compare and contrast two related philosophical schools. Your essay should cover the following points:

1. general overview of the two schools, mentioning chief proponents and detractors of each;
2. any shared or noncontested issues relevant to both;
3. specific points of difference between the two;

(PROJECT EIGHT—Student Essay

(Adjusted to Humanities)

4. personal reaction—your reason(s) for preferring one school over another, or rejecting both.

PROJECT EIGHT—Student Essay

Sample handout sheet:

(Adjusted to The Individual in Transition)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed out-of-class and submitted two class periods from the date of assignment. Typewritten (double spaced) or neatly hand-written work is acceptable. Please use 8½" x 11" paper, front of page only, with acceptable top, bottom, and side margins.

Attach this assignment sheet to the front of your essay when you turn it in. It will serve as a heading for the paper.

ASSIGNMENT

In our current unit, we are studying aging. To illustrate your understanding of the materials in class sessions and the textbook, write an essay (400-600 words range) dealing with the life adjustment one must expect to make when reaching retirement age. Your essay should cover at least the following points:

1. personal adjustments (life style, marital and home changes, nutrition, and other health concerns);
2. financial adjustments (Social Security and other retirement income, housing expenses, medical expenses, other basic expenses);

PROJECT EIGHT—Student Essay

(Adjusted to The Individual in Transition)

3. social adjustments (social status of the elderly, recreation, increased freedom/increased restrictions of activities).

PROJECT EIGHT--Student Essay

Sample handout sheet:

(Adjusted to The Social Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The following project is to be completed out-of-class and submitted two class periods from the date of assignment. Typewritten (double spaced) or neatly handwritten work is acceptable. Please use 8½" x 11" paper, front of page only, with acceptable top, bottom, and side margins.

Attach this assignment sheet to the front of your essay when you turn it in. It will serve as a heading for the paper.

ASSIGNMENT

In our current unit, we are studying practical politics at the state and national level. To show your understanding of the materials in class sessions and the textbook, write an essay (400-600 word range) dealing with the influence of special interest groups (especially "single issue" forces) and lobbyists on state and national legislation. Your essay should cover at least the following points (though not necessarily in this order):

1. definition and overview of special interest groups and lobbyists;
2. account of the process(es) by which these groups make their influence felt;

PROJECT EIGHT—Student Essay

(Adjusted to The Social Environment)

3. illustration of this point by tracing influence of a major special interest lobby;
4. personal reaction to the rise in importance of these forces in the 1970's and 1980's—what positive and negative results do you recognize or foresee?

PROJECT EIGHT—Student Essay

Sample evaluation form (for instructor's use—to be attached to student's paper):

COMPOSITION EVALUATION FORM

(Side one)

MECHANICS	Satisfactory	Unsatisfactory
Punctuation	S	U
Spelling	S	U
Grammar	S	U

SENTENCE EFFECTIVENESS	Excellent	Good	Average	Poor	Failing
Clarity	+2	+1	0	-1	-2
Conciseness	+2	+1	0	-1	-2
Emphasis	+2	+1	0	-1	-2

PARAGRAPHING	Excellent	Good	Average	Poor	Failing
Paragraph unity	+2	+1	0	-1	-2
Ample specific support	+2	+1	0	-1	-2
Paragraph coherence	+2	+1	0	-1	-2

COMMENTS ON THESE ASPECTS OF THEME:

PROJECT EIGHT—Student Essay

Sample evaluation form (continued):

COMPOSITION EVALUATION FORM

(Side two)

OVERALL COMPOSITION	Excellent	Good	Average	Poor	Failing
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A. STRUCTURE

Introduction:

Clarity of thesis	+2	+1	0	-1	-2
-------------------	----	----	---	----	----

Value to paper	+2	+1	0	-1	-2
----------------	----	----	---	----	----

Body:

Unity of purpose	+2	+1	0	-1	-2
------------------	----	----	---	----	----

Success develop- ing thesis	+2	+1	0	-1	-2
--------------------------------	----	----	---	----	----

Logical ordering of material	+2	+1	0	-1	-2
---------------------------------	----	----	---	----	----

Clear transitions	+2	+1	0	-1	-2
-------------------	----	----	---	----	----

B. CONTENT

Suitability as han- dling of assignment	+2	+1	0	-1	-2
--	----	----	---	----	----

Interest	+2	+1	0	-1	-2
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COMMENTS ON THESE ASPECTS OF THEME:

SPECIAL STRENGTHS AND WEAKNESSES OF ENTIRE THEME:

PROJECT NINE--Research Paper

Overview

The research paper is another example of a full-scale written assignment which is often used by instructors outside the English curriculum. Many consider it a valuable multi-objective assessment device (requiring students to find and work with primary and secondary source materials, to determine what is useful and what is irrelevant, to take full and accurate notes on research materials, to organize the resulting information, and compose a paper which is a product of the student's own abstracting and synthesizing skills). Such instructors are willing to assign the project a significant percentage of the overall course grade and to endure the burdens involved in designing, assigning, and monitoring the project as well as in evaluating the final product.

It is of considerable importance that any instructor in a core course who chooses to assign a full-blown research project understand the division of labor in treatment of research skills between ENC 1131 (Communications) and ENC 1132 (English Composition). In ENC 1131, at some point during the term (at the instructor's discretion), the student will work with library skills, usually a unit involving introduction to library layout and holdings, and projects working with the card catalog, reference collection, bound periodicals, microfilm, indexes and bibliographies, and books on the shelves. In ENC 1132 students will learn skills in notecard taking, exhaustive bibliographic search on a particular subject, footnote and bibliographic form, and composition of the

PROJECT NINE--Research Paper

final research paper. (There may be some overlap between courses—for instance, some instructors may teach bibliographic form in ENC 1131—but this is the basic division of labor.) Most students in other core courses will simultaneously be taking ENC 1131 (though many may not even be in ENC 1131, but taking preliminary developmental skills courses) and will not have ENC 1132 until having completed the other core courses. In essence, then, core course instructors must realize that most of their students will not yet have received a complete grounding in research paper skills by the time they enroll in those core courses. This does not mean that you are discouraged from assigning a research paper, but it does suggest that if you do so you should make your own provisions for guiding the student through the process from beginning to end. Perhaps the best way to do so is to include in your course texts an inexpensive, comprehensive instructional textbook covering all stages of research paper work and depend upon that material to guide students through the project. Alternatively, you might familiarize yourself with whatever research skills packages your campus library or your department have available and draw upon these, supplementing them as you see fit to make instruction complete. (The Social Environment Resource Notebook has included a library skills package which covers approximately the same goals as the ENC 1131 course strategies, but does not cover note-taking, exhaustive bibliographic search, or composing the final paper.)

Yet another option, and probably best of all if you are concerned about assigning research work in first-term freshman classes, is to devise a library skills package that satisfies your basic objectives for student library work yet does not generate a full-scale research paper

PROJECT NINE--Research Paper

as its final product. For instance, let us say the following are your major goals for the research component you wish to design into your course: (1) the student should become familiar with basic indexes and bibliographies of this discipline in our library's collection; (2) the student should be aware of the range of basic holdings of this discipline in the main collection and should take notes from several books on the shelves; (3) the student should know the basic journals and abstracts in this discipline and should draw materials from a given range of these sources; (4) the student should prepare an exhaustive bibliographic search of holdings in areas (2) and (3) on a single limited topic. If you are content to have these (or a less comprehensive set of) objectives met without requiring the additional processes of comprehensive note-taking, sifting and winnowing of materials, organizing, writing, and documenting the final paper, then you may design a library skills project directed to these four goals which stops short of the full-scale library research project.

The MLA (Modern Language Association) style of documentation will be taught in ENC 1131 and ENC 1132. It is important, therefore, that you establish and supply materials for instruction in the relevant style of documentation for your discipline if it varies from this format, if you cannot accept the MLA style, and if you assign work which must be documented.

PROJECT NINE—Research Paper

Suggestions for assignment:

(No separate "suggestions for assignment" or
"sample handout sheet" intended for this
project.)

PROJECT TEN—Essay Test (Or Essay Component on Test)

Overview

Somewhat when Writing Across the Curriculum is mentioned to instructors outside the English Department, many respond automatically "But I don't have time to grade essay tests." This package of projects has tried to demonstrate that such formal writing projects as the essay test are not the only way—or even a necessary way—to incorporate written evaluation tools into a course. Nonetheless, the essay test—or more often, the essay component on an objective test—is a useful evaluation tool, and one that many instructors are strongly inclined to draw upon.

It is not necessary to abandon objective testing to incorporate essay testing into your evaluation strategies. For instance, you might design a test where, say, 60 out of 100 points are earned by multiple choice or other objective tools and the other 40 points earned by one 40-point, two 20-point, or four 10-point short paragraph responses. Since the time needed to complete a test is an important consideration, you might experiment with an in-class/out-of-class test—objective materials tested in class, and essay component assigned to be completed out of class, due at the start of the next class period. The use of this option allows essay questions to be more probing, and essays to be more thoughtful and represent a higher standard of performance.

There are several commonsense ground rules to designing effective essay test questions:

- (1) Ask yourself first what reason you have for using essay test questions. What can they accomplish that objective testing

PROJECT TEN--Essay Test (Or Essay Component on Test)

could not? (Some obvious advantages are individualized student response and testing of understanding and application of important concepts.) Once you have determined the uses your essay questions should serve, you can properly balance the essay and objective sections of your test, and focus your essay questions on their properly limited goals.

- (2) You must determine how many questions you will ask, and how long responses should be. Will a single question (or choice of questions, from which the student is to select one option) be sufficient, with the student generating an essay of three or four paragraphs length? Should two or three or four questions requiring shorter, one-paragraph responses be assigned?
- (3) Intimately related to the previous point is the time the student will have to prepare a response. If you have chosen to assign the essay question(s) to be completed out of class, then length, range, and depth of responses may be upgraded accordingly--remember, the student may draw upon notes, text, and other outside sources when preparing an out-of-class essay response, so shape your questions with this in mind. But if your essay questions are to be completed in class in the same testing period as the objective portion of the test, then clearly you must not ask for more than you can reasonably expect the full range of your students (below average to

PROJECT TEN—Essay Test (Or Essay Component on Test)

above average) to satisfactorily perform in the time allotted. Remember that the student must not merely complete the objective portion of the test, but also compose and execute the essay response(s) as well. See comments on (5), below, for help with this matter.

- (4) Once you have determined what the essay questions are to cover, how many and what to ask, and how long they should be, you are ready to devise the questions themselves. Phrase them clearly, simply, and carefully, being certain to specify the approach the student is to take (for instance, "Illustrate several uses of the..."; "Compare and contrast the three levels of..."; "Comment upon the implications of..."; "Briefly describe...and then analyze three basic causes/results of..."; and so forth). The more specific your instructions are, the easier it will be for the student to focus on the precise task assigned, and the easier it will be to evaluate the student's success in accomplishing exactly what was called for.
- (5) Complete your preparations by actually writing what you consider an appropriate response to each of the questions you have devised. Hold yourself to the time limits, specific task assignment, and estimated length called for in your questions. By doing this, you will see if your questions cover the materials you hoped to cover, require the skills you sought to test,

PROJECT TEN—Essay Test (Or Essay Component on Test)

clearly direct the student as to how to approach the topic, and can be completed satisfactorily in the time and length limits you have set. If any of these matters are not satisfactory, then revise the questions or terms of assignment accordingly, and prepare new responses to see if the problems have been resolved. Once you are satisfied that your questions and terms of assignment are properly designed, you may use your own responses as "models" against which to evaluate student performance when grading the tests.

PROJECT TEN--Essay Test (Or Essay Component on Test)

Suggestions for Assignment:

Format—(Option one—essay component on test, in-class) Assigned as one element of test, entire test to be completed during class period.

(Option two—essay component on test, out-of-class) Assigned as one element of test. Objective part of test to be completed in class. Essay element to be completed at home, due at start of next class period.

Credit—Essay(s) receive numerical score which is keyed to total points possible on test. Test itself is pre-assigned some percentage of overall course grade.

Evaluation—Instructor will return test to student with numerical score for individual essay entries, letter grade of A - F for overall test (based on numerical ranges for A, B, C, D, F performance on test). Comments on individual responses or overall test performance as the instructor sees fit. Errors of form and usage marked as instructor sees fit.

Justification—(both options) Provides alternative to straight objective testing.

(both options) Allows student to express self in own words.

(both options) Monitors student command of course materials.

(both options) Monitors student writing skills (ability to respond to precise terms of assignment, balance of generalization and support, success at one or more of the following: summarizing

PROJECT TEN—Essay Test (Or Essay Component on Test)

information, explaining concepts or processes, defining or exemplifying important terminology, relating and distinguishing among key ideas, schools of thought, approaches, etc., as called for by assignment).

(Option one—in-class) Impromptu requirement encourages student to provide balanced, full, and accurate response in time allotted.

(Option one—in-class) Instructor may monitor test-taking process to assure that student does not use notes, etc., to prepare responses.

(Option two—out-of-class) Out-of-class assignment allows longer answers treating material at greater depth.

(Option two—out-of-class) Student can reasonably be held to higher standard of performance for this open-book, open-notes option than for the time-limited, closed-book, closed-notes in-class option.

PROJECT TEN—Essay Test (Or Essay Component on Test)

Sample handout:

(Adjusted to Energy in the Natural Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

This test is to be completed and submitted by the end of class today.

100 points possible

A. (First part of test is a series of twenty identification items worth three points each—60 points possible.)

B. Essay Questions

Prepare a brief, well-written paragraph or so (50 words minimum per response) for any four of the following (10 points each—40 points possible):

1. Describe the electromagnetic spectrum from waves with high energy to waves of low energy.
2. Identify the components of the scientific method. Illustrate your response by applying these components to a particular case.
3. Identify and cite characteristic features of the various layers of the earth's atmosphere.
4. Explain the relationship among the various stages of the hydrologic cycle, with particular attention to evaporation, condensation, transpiration, runoff, and infiltration.
5. Explain the relationship of solar energy to global circulation patterns and climate.
6. Making clear reference to the materials on this subject in your textbook, list and briefly describe four appropriate methods for saving energy in the field of transportation.

PROJECT TEN—Essay Test (Or Essay Component on Test)

Sample handout:

(Adjusted to The Humanities)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

This test is to be completed and submitted by the end of class today.

100 points possible

- A. (First part of test is series of ten terms to be defined worth three points each—30 points possible.)
- B. (Second part of test is series of ten identification items worth three points each—30 points possible.)
- C. Essay Questions

For one major work each in any two of the following areas (painting, sculpture, musical composition, poem/novel/play) prepare a well-written, properly paragraphed essay (of 200 words or more for each response) in which you:

1. Identify the work and artist.
2. Describe the work and comment on its important characteristics.
3. Relate it to the overall work of the artist.
4. Relate it to the period and/or school it represents.

PROJECT TEN--Essay Test (Or Essay Component on Test)

Sample handout:

(Adjusted to The Individual in Transition)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

This test is to be completed and submitted by the end of class today.

100 points possible

- A. (First part of test is a series of ten identification items worth three points each—30 points.)
- B. (Second part of test is a series of ten terms to be defined worth three points each—30 points.)
- C. Essay Questions

Prepare a response of one or more well-written paragraphs (total length 150 words or more per response) for #1 and either #2 or #3, below. (20 points per response—40 points possible)

- 1. Discuss the development of the self-concept by assessing the relative importance to this development of such factors as heredity, early home environment, and sexual and racial identity.
- 2. Illustrate the necessity to re-evaluate and adjust the self-concept throughout the life cycle by narrating one basic circumstance which might require such re-evaluation and adjustment. (Your narration should establish the pre-existent self-concept and state its relevant characteristics, describe

PROJECT TEN—Essay Test (Or Essay Component on Test)

the basic circumstance which challenges the pre-existent self-concept, and detail the reasonable re-evaluation and adjustment which results.)

3. Illustrate the characteristic differences in self-concept which might be expected to be found between any two stages of maturation and development. (Your response should characterize in a sample case typical elements of self-concept in a particular stage, detail the changes which these elements must undergo, and characterize the resulting elements of self-concept in the later stage.)

(PROJECT TEN--Essay Test (Or Essay Component on Test)

Sample handout:

(Adjusted to The Social Environment)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

The objective portion of this test is to be completed and submitted by the end of class today. The essay question is to be completed at home (open book, open notes) and submitted by the start of the next class period. Please work from a rough draft and proofread attentively before submitting final copy. Your answer should be a synthesis of your studies on the subject, written in your own words: do not plagiarize.

100 points possible

- A. (First part of test is a series of fifteen multiple-choice items on economic theory worth four points each--60 points possible.)
- B. Essay Question (see instructions above)

In a well-written, properly paragraphed essay of 400 words or more, summarize the history of Mercantilism. Your essay should define Mercantilism, trace its historic roots, identify and assess significant proponents and opponents, identify and describe its period of chief influence and the areas involved, and trace developments subsequent to that period. (40 points possible for response)

PROJECT ELEVEN

Journal of Full-Scale Out-of-Class Activity

Overview

Projects Eight through Ten have dealt with rather standard A - F graded formal writing options which instructors outside of English courses may rather often rely upon for written strategies in their courses (essay, research paper, essay component on test). This final project option is a somewhat less typical option for a formal assignment, though it shares with them a seriousness of purpose and a requirement of effort from the student which justifies assigning it a letter grade and probably some pre-announced percentage of the student's overall course grade. Sample handouts adjusted to Energy in the Natural Environment, The Humanities, and The Individual in Transition are provided as models for this sort of assignment.

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activity

Suggestions for assignment:

Format—Assigned at the beginning of a unit of work in the course

(examples—study of some aspect of community life, observation of growth processes or local environmental conditions of plant or animal life, survey of some aspect of arts in the community, record of some aspect of daily habits or life style of student).

Instruction sheet for project dittoed/duplicated, with full information for desired length, content, and format of entries (see sample handout sheets attached).

Credit—Announced policy at beginning of term that journal project will be required. Graded A - F. Assigned some percentage of student's overall grade in the course.

Evaluation—Instructor will return journal with letter grade based on student's success in meeting terms of assignment. Comments on content (appropriateness of process described, adequacy of information on individual entries and overall journal, success of final project) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics)—as the instructor sees fit.

Justification—Monitors student organizational skills and ability to design and follow through a project in consistent pattern.

Monitors student writing skills (general writing skills, ability to record and relate the stages of a process).

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activities

Suggestions for assignment:

Format—Assigned at the beginning of a unit of work in the course

(examples—study of some aspect of community life, observation of growth processes or local environmental conditions of plant or animal life, survey of some aspect of arts in the community, record of some aspect of daily habits or life style of student).

Instruction sheet for project dittoed/duplicated, with full information for desired length, content, and format of entries (see sample handout sheets attached).

Credit—Announced policy at beginning of term that journal project will be required. Graded A - F. Assigned some percentage of student's overall grade in the course.

Evaluation—Instructor will return journal with letter grade based on student's success in meeting terms of assignment. Comments on content (appropriateness of process described, adequacy of information on individual entries and overall journal, success of final project) and form (paragraph effectiveness, sentence effectiveness, usage, mechanics)—as the instructor sees fit.

Justification—Monitors student organizational skills and ability to design and follow through a project in consistent pattern.

Monitors student writing skills (general writing skills, ability to record and relate the stages of a process).

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activity

Sample handout sheet:

(Adjusted to Energy in the Natural Environment)

Home Electricity Use Assessment

This project will involve the study of your home electricity use habits and ways in which electricity use can be reduced. This study is designed to be carried out anywhere where you have access to an electric meter, the range of operation of which is the same as the limits of your study area. Usually this will mean that the study will be carried out in your home. The steps in the study are outlined below.

- A. Determination of standard electric usage. The first step in this part of the study is to learn how to read an electric meter. The electric meter is usually located on the outside wall of a house. Locate your electric meter. The dials are read from left to right and turn in the direction of the arrows above the dial as in the illustration below.



READING: 79400

Most meters have calibrated dials which start from the right dial, in tens of kilowatt hours, and progress to the far left dial, which measures tens of thousands of kilowatt hours. See the diagram for a correct reading. When the pointer is between two numbers, read

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activity

the lower number.

For a period of three (3) days, record normal energy use by reading your electric meter at the same time every day. Record those values.

- B. Background research on conservation methods. The next step is to do research on various methods by which energy may be conserved in the house. This will include two parts. First, catalog all items in your home that use electricity. Don't forget out-of-the-way items like water heaters and ceiling fans. Secondly, research various ways in which energy may be saved in the home. Consult the bibliography page of this handout for some suggested references. One of the best references is the book 99 Ways to a Simple Lifestyle published by the Center for Science in the Public Interest. But there are many other sources of information as well. Make a list of those conservation methods appropriate to your own situation.
- C. Implementation of conservation methods. The third step is to put those conservation methods into practice. Record the meter reading at the beginning of the experiment and each day at the same time for the succeeding four (4) days.
- D. Comparison of the two sets of meter readings. Using a sheet of graph paper, graph the meter values you recorded prior to and following the experiment. Use different symbols or colors to distinguish the different sets of data. Also, average the first three values and the last four values. Record those data.

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activity

- E. Determination of energy and cost savings.** Now you are ready to determine your energy savings as well as the savings in money. Subtract the second (post-conservation) average value from the first (pre-conservation) average value. This represents your energy savings in kilowatt hours per day. Multiply that figure by the current rate Florida Power and Light charges per kilowatt hour for home electrical usage and multiply by thirty (30) to determine the savings on a monthly basis.
- F. Preparation of the report.** You are now in a position to write a paper describing the results of your study. You may use your English text for format. The paper should be no less than five (5) pages and no more than eight (8) pages, including charts and diagrams. The bibliography should include at least four (4) references. The paper should include the following parts:

1. Title
2. Introduction
3. Discussion of typical energy use
4. Discussion of conservation methods researched
5. Discussion of the implementation of conservation methods chosen
6. Discussion of the comparison of the pre-conservation and post-conservation methods
7. Discussion of energy and cost savings realized
8. Conclusions
9. Bibliography (referenced used)

PROJECT ELEVEN—Journal of Full-Scale Out-of-Class Activity

Sample handout sheet:

(Adjusted to The Humanities)

NAME _____

Course Title _____

Day/hour of class _____

Date _____

ASSIGNMENT

One of the concerns of our course must be an individual's access to the arts in the community. Here is an opportunity for you to do original research on some aspect of the arts resources in our city. Choose an area of the arts from the list below (if you have another option you are interested in pursuing, see me for approval of your choice):

- Sculpture (gallery display)
- Sculpture (museum display)
- Sculpture (other alternatives, such as public monuments)
- Painting (gallery display)
- Painting (museum display)
- Painting (other alternatives, such as murals in public settings)
- Music (classical—live performance)
- Music (classical—broadcast performance)
- Music (classical—collections, including recordings)
- Music (jazz—live performance)
- Music (jazz—broadcast performance)
- Music (jazz—collections, including recordings)
- Music (rock or pop—live performance)
- Music (rock or pop—broadcast performance)
- Music (rock or pop—collections, including recordings)
- Cinema (current—commercial theatres)
- Cinema (classical or avant garde—commercial theatres and clubs)
- Drama (live performance—commercial theatre)
- Drama (live performance—educational and private)

Once you have chosen your area, your project will be to do some original research on our access to that area of the arts in this community.

(For some, like rock or pop—broadcast performance, you may want to

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restrict yourself to Miami proper; for others, like drama--live performance--commercial theatre, you may wish to cover the South Florida area in general, including Fort Lauderdale and even Palm Beach or Key West.) Using your common sense, try to accumulate the fullest list you can of available resources in our area by going to the most likely source for the information (consider consulting newspaper listings, yellow pages in the phone book, information desk in the Miami Public Library, and other sources for the initial information). Once you have accumulated what you consider to be a full listing, attempt to evaluate that listing by determining the special functions and offerings of the individual resources you have found. (Here is where the phone-calling, letter-writing, visiting stage of your project begins.) For example, for cinema--classical or avant garde--commercial theatres and clubs, you would attempt to categorize the type of showings characterizing individual theatres and clubs, as well as their schedules (how many days a week? how many showings a day? single or double bills? characteristic admission fees? what sort of films and how long do they tend to run?). Once you have completed your evaluation of individual entries (and remember that along the way you may accumulate new listings to add to your original list of resources), step back from the project and attempt to give an overview of your results--What are the resources in our area for the art form you have chosen? Are they comprehensive? Up-to-date or "state of the art" in their field? Readily accessible? Expensive or inexpensive to pursue?

To record the process detailed above, you are asked to create a journal in which you record all the stages of your research. Date the

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individual entries, the efforts made, and the results obtained at each stage: where did you look on a given day? what did you find? (for example, on a single day you may get a good deal of information from the Friday Weekend section of The Miami Herald, which will give you a very long listing for that day. Yet in pursuing the information on individual resources, you may have to call or personally visit or write—and await a response from—one place or another. In recording this in your journal, you will list each day's accomplishment under the day it was undertaken or achieved.)

At the end of the journal, you can summarize your findings and give the overall response called for above.

Format—You need not buy an actual blank diary or journal for this project.

You may use lined or unlined paper for presenting the final project (which should be a neatly written, proofread version of your journal materials). Handwritten work is acceptable. If you choose to type the project, you may single-space single journal entries and double-space between entries.

Due date—This project is due six weeks from the date assigned.

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Sample handout sheet:

(Adjusted to The Individual in Transition)

NOTE: The following project, "Nutritional Profile—A Self-Analysis Method," was volunteered by Professor Jack Bateman of the Inter-curricular Studies Division, M-DCC South Campus, to serve as the sample handout for The Individual in Transition.

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NUTRITIONAL PROFILE—A SELF-ANALYSIS METHOD

Introduction

In ancient times, plagues and other infectious epidemics were the leading causes of death. As these killers were brought under control the quality of life increased, as did longevity. Concomitantly the population increased at an explosive rate bringing about the need for more food, water, sanitation, housing, etc. Advancement in the technology of food processing was an outgrowth of this population explosion. More food needed to be preserved so that it could be stored as well as transported long distances.

As technology increased at an exponential rate during the past century, we began to see increasing incidences of degenerative diseases such as cardiovascular disease, cancer, diabetes, arthritis, respiratory diseases, and the pervasive incidence of depression. It has become increasingly evident in the past decade that a person's lifestyle, including nutrition, exercise, mental well-being, and level of environmental pollution, is related to the degree and rate of degenerative disease experienced by that individual. The consideration of all of these factors in the health profile of an individual is known as holistic health. "This holistic principle has been restated many times as a basic guideline for sound medical practice." (Pelletier, 1979)

This study will deal with just one aspect of holistic health, namely nutrition. Advances in medical and computer technologies have yielded enormous volumes of information relating poor nutrition to degenerative disease. This has resulted in many nutrition books recently hitting the best seller list. The 1978 congressional hearings on nutrition in the U.S. revealed startling evidence that this nation's people are malnourished even though we consume more food than most other nations. The medical profession has essentially ignored the evidence linking nutrition to the declining quality of life in this country. "The more some doctors tried to combat this view—generally by asserting that the average food market shopping basket provided everything needed for a balanced diet—the more convinced people became that doctors were opposed to them on nutritional matters." (Pelletier, 1979) This profile will help bridge the gap which exists between the allopathically oriented medical profession and your personal well-being.

Collection of Data

On the nutritional record sheets supplied, record everything you eat for a 14-day period. Include all snacks. It will be necessary to learn to estimate amounts of different foods (see handout on the nutritional self-analysis). Keep a running total of the following categories: number of calories, amounts of proteins (PROT), carbohydrates (CARBO), fiber, saturated fats (SF), and unsaturated fats (USF), ingested for each day. At the end of the 14-day period, add the daily totals to obtain a GRAND TOTAL for each category. Calculate the average daily intake value (ADIV)

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for each category by dividing the GRAND TOTAL for each category by the number of days and present data in chart form.

Analysis of Dietary Adequacy Comparison of ADIV with IADIV

Select an authority from the literature who professes a set of ideal values for the average daily intake (IADIV) of calories, protein, carbohydrate, fiber, saturated fat, and unsaturated fat. Compare each of your ADIV categories with the recommended IADIV. This data should be tabled, then verbally analyzed by noting, not only how your ADIV differs from the IADIV but why they differ. Precisely what foods contributed to the surplus or what foods could have ideally eliminated the shortage? This section must be footnoted.

Analysis of Variance

Daily variance with respect to ADIV and IADIV is best analyzed by preparing a series of graphs in which the specific nutritional function is plotted against time. All six (6) graphs must be plotted on graph paper. Plot calories, protein, carbohydrates, fiber, SF, and USF, vs. days. Draw lines representing ADIV and IADIV. The analysis is a verbal daily comparison of deviation from IADIV. Note any patterns or trends. Deviation trends in nutritional intake values can lead to unstable physical as well as mental conditions. Try to correlate findings with cyclic physical conditions such as headache, nervousness, dizziness, nausea, diarrhea, burning stomach, and abdominal pain; and psychological symptoms, such as mood shifts, increased irritability, and depression. This section must cite literature references which document or support correlations (footnotes).

Evaluation of Current Nutritional State and Synthesis of an Ideal Diet

Based on the previous analysis, EVALUATE your current nutritional state by making judgments about the adequacy of each nutritional component in terms of both quantity and quality. For example, perhaps your protein intake is high. When you examine the actual dietary source you find that the quality of protein is low (the protein may have a low assimilation coefficient or it may have a low protein to saturated fat ratio). Another example, your carbohydrate intake is adequate in calories, but the actual dietary sources reveal that the quality is low (largely refined carbohydrates).

Suggestions should be made for improvements in your diet where indicated by the analysis. This involves finding more suitable foods to replace the low quality foods which you have identified. It also involves minimizing variance. This section must be supported by footnotes.

Conclusion

The conclusion should contain a brief summary of the important

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findings and dietary alterations. You should include a statement which assesses your current state of nutritional health.

Enclosures

Sample Graph—The sample graph illustrates the proper graphing techniques. Use graph paper. Different colors may be used to emphasize or highlight certain aspects of the graph.

Bibliography—This is an annotated bibliography which contains a comprehensive list of references, many of which could be used in this study.

Grading Forms—This form contains the point distribution used to evaluate this assignment. This page **MUST** be stapled to the front of your self-nutritional analysis before submitting it for evaluation.

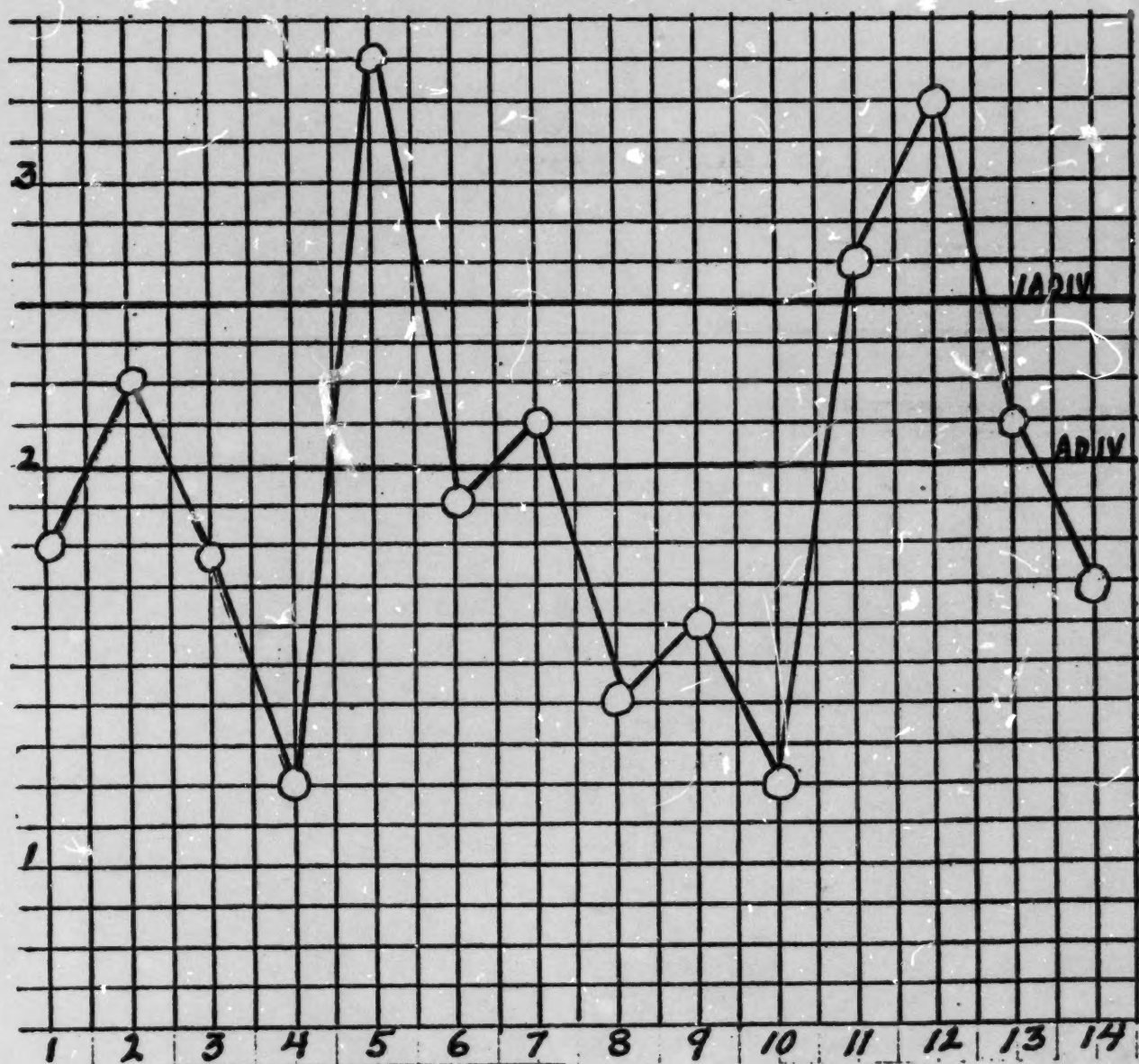
Notes

1. Use graph paper for graphs
2. All reports must be typed (this excludes the food charts)
3. No folders or covers of any kind
4. Staple in the upper left hand corner only

Optional Credit Activity

If you are interested, you may earn 25 extra points for doing a vitamin and mineral analysis along with the nutritional self-analysis. See your instructor for necessary record forms. The same type of analysis and evaluation must be made in order to earn credit. Information for this analysis can be obtained from references.

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TIME (DAYS)

GRAPH 1 CALORIES vs. DAYS

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NUTRITIONAL SELF-ANALYSIS

In order to make intelligent changes in your nutrition, it is important to have a clear picture of your typical food intake. One method of knowing exactly what you eat is to record and then to analyze each food you eat into its precise components. Such a method would be laborious and require your having access and familiarity with food components charts. In this "Nutritional Self-Analysis" exercise, some of the labor and all of the chart work has been done for you.

Your primary task is to record every food (or non-food) you eat for one week, under its appropriate food component heading. It's probably best to do your recording at the end of each evening. Don't overlook even the smallest snack.

The most difficult part of the assignment will probably be estimating the amount of each food. These examples might help:

1. A typical ground meat patty, leg, breast, or thigh of chicken, or a medium pork chop = 3 oz.
2. 3 slices of bacon = 1 oz.
3. One liquid oz. = 2 tablespoons (T), 1 quart = 4 cups = 32 oz.,
1 cup = 16T
4. Three teaspoons (t) of sugar = one tablespoon (T)
5. Most coffee cups are approximately 8 ozs. = 1 cup
6. A typical serving of cooked rice, mashed potatoes, or vegetables is $\frac{1}{2}$ cup
7. In terms of carbohydrates, one medium apple = one small banana =
3 apricots = 1 cup berries = $\frac{1}{2}$ cantaloupe = $\frac{1}{2}$ grapefruit =
1 cup grapes = 1 medium orange = $\frac{1}{5}$ cup raisins
8. Pat of butter = 1 T
9. 1 oz. cheese = 1 inch cube
10. A typical serving of vegetable is 4 ozs.

Record composite dishes under their various components. Example:
spaghetti dinner = one ground beef patty, 1 cup pasta and $\frac{1}{2}$ cup tomatoes.

Summate the food intake in each category (e.g., calories, protein,

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carbohydrates, etc.) for each day. Add the amounts for each day to obtain the grand total for the 7-10 day period. Then divide each column by the number of days. This value is your average daily intake.

When you have completed all your calculations, you can then compare your typical nutritional intake with what the experts consider ideal.

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NAME _____

FAMILY _____

NUTRITIONAL SELF-ANALYSIS GRADING FORM

<u>Collection of Data</u>	<u>MAX.PTS.</u>	<u>YOUR SCORE</u>
Food Charts	10	_____
Daily Totals	5	_____
ADIV	5	_____
Ideal ADIV	5	_____
Comparison ADIV vs IADIV chart	5	_____
<u>Analysis</u>		
Analysis of dietary adequacy	20	_____
Analysis of variance		
(a) graphs only	12	_____
(b) analysis of deviation from ADIV and IADIV	12	_____
(c) correlation with mental and physical symptoms (must have references)	6	_____
Synthesis of ideal diet and evaluation of current nutritional state	25	_____
Conclusion	10	_____
	_____	_____
TOTAL	115	_____

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SUGGESTED READINGS
FOR OPTIMAL HEALTH MAINTENANCE

Adams, Ruth and Frank Murray. Megavitamin Therapy. New York: Larchmont Books, 1973. 277 pp.

Benowicz, Robert. Vitamins and You. New York: Berkley Books, 1981.

Benson, Herbert. The Relaxation Response. New York: William Morrow and Co., 1975.

The most straightforward, least mystical presentation of the physiology and technique of why and how to deal with stress.

Cheraskin, E. and W. M. Ringsdorf. New Hope for Incurable Diseases. New York: Exposition Press, 1971.
A basic preventive medicine text.

Cheraskin, E., W. M. Ringsdorf, and A. Brecher. Psychodietetics. New York: Bantam Books, 1974.

Details the effects of nutrition on psychological problems. Excellent outline of "optimal" nutrition, and a list of ideal vitamin/mineral supplements.

Davis, Adele. Let's Get Well. New York: Harcourt, Brace, 1965.
Her most comprehensive book on nutrition and diseases, although some of the studies on which she reports are now dated.

Frank, Benjamin S. and Philip Miele. Dr. Frank's No Aging Diet. New York: Dial Press, 1976.

Fredericks, Carlton. Low Blood Sugar and You. New York: Charter, 1969.

Gerras, Charles, ed. The Complete Book of Vitamins. Emmaus: Rodale Press, 1977.

Hoffer, Abram and M. Walker. Orthomolecular Nutrition. New Canaan: Keats Publishing, 1978.

Kirschmann, John D. Nutrition Almanac. New York: McGraw-Hill Book Co., 1975. 263 pp.

Krause, Marie and L. Mahan. Food, Nutrition and Diet Therapy. Philadelphia: W. B. Saunders, 1978.

Kugler, Hans J. Doctor Kugler's Seven Keys to a Longer Life. New York: Fawcett Crest, 1978.

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Kunin, Richard A. Meganutrition. New York: McGraw-Hill, 1980.

Lappe, Frances Moore. Diet for a Small Planet. New York: Ballantine Books, 1971. 301 pp.

Leonard, Jon, H. Hofer, and N. Pritiken. Live Longer Now. New York: Grosset and Dunlap, 1974.

McCamy, John and Jo Presley. Human Life Styling. New York: Harper and Row, 1975.

McQuade, W. and A. Akman. Stress. New York: Bantam Books, 1974.
Overview of stress theory, its effects on the body and mind. Good coverage of psychosomatic diseases.

Null, Gary. The Complete Question and Answer Book of General Nutrition. New York: Dell Publishing Co., Inc., 1972. 236 pp.

Null, Gary and Steve Null. The Complete Handbook of Nutrition. New York: Dell Publishing Co., Inc., 1972. 413 pp.

Passwater, Richard. Supernutrition. New York: Pocket Books, 1975.

Pelletier, Kenneth. Holistic Medicine. New York: Dell Publishing, 1980.

Pelletier, Kenneth. Longevity. New York: Delacorte Press, 1981.

Pfeiffer, Carl. Zinc and Other Micronutrients. New Canaan: Keats Publishing, 1978.

Siegal, Stanford. Dr. Siegal's Natural Fiber Permanent Weight Loss Diet. New York: Dell Publishing Co., 1975.
Tells you why you need fiber and how to get it - promotional, but interesting.

Selye, Hans. Stress Without Distress. Philadelphia: J. B. Lippencott Co., 1974.
The father of stress theory gives a brief summary of his concepts and then presents his humanistic philosophy of life.

Trager, J. The Big, Fertile, Rumbling, Cast-Iron, Growling, Aching, Unbuttoned Bellybook. New York: Grossman, 1972.
In spite of the title, a serious survey of nutrition and perhaps more balanced toward a traditional medical point of view.

Watson, George. Nutrition and Your Mind. New York: Bantam Books, 1972. 204 pp.

Weller, Charles. How to Live With Hypoglycemia. New York: Jove Publications, 1977.

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Williams, Roger J. Nutrition Against Disease: Environmental Prevention. New York: Pitman Publishing Co., 1971.

Williams, Roger. The Wonderful World Within You. New York: Bantam Books, 1977.

Woodruff, Diana S. Can You Live To Be 100? New York: Signet Books, 1977.